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The Importance of Teacher Interpersonal Behaviour for Secondary Science Students' Attitudes in Kashmir

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Abstract: This study focuses on the relationship between teacher-student interpersonal behaviour and students' attitudes toward science. To investigate this relationship, student perception data have been gathered with 1021 secondary science students, located in 31 classes in Kashmir, India. Teacher interpersonal behaviour was conceptualized in terms of two behavioural dimensions, Influence (the degree of teacher control in communication with students) and Proximity (the degree of cooperativeness between teacher and students), and measured with the Questionnaire on Teacher Interaction (QTI). Multilevel variance analyses were conducted on students' attitude scores, and the effect of the interpersonal variables was corrected for the effects of student, class, and teacher background variables, as well as for other elements in the learning environment. Results indicated that both teacher Influence and Proximity were positively associated with students' attitudes and that their effect remained statistically significant after correction for other covariates and learning environment variables.

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The Effect of Teacher Interpersonal Behaviour on Students' Subject-Specific Motivation

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Abstract: This study brings together insights from research on teaching and learning in specific subjects, learning environments research, and effectiveness research, by linking teacher interpersonal behaviour to students' subject-related attitudes. Teaching was studied in terms of a model originating from clinical psychology that was adapted to education. Teacher interpersonal behaviour was analysed in terms of two, independent behaviour dimensions called Influence and Proximity. This study investigated the added value of students' perceptions of teacher interpersonal behaviour (after correction for covariates such as gender, report card grade, class size, etc.) on students' subjectspecific motivation. Data of 52 third-year English as a Foreign Language (EFL)-classes (1041 students), taught by 32 secondary teachers, were included in the analyses. The study used multilevel analysis of variance to investigate the effect of teaching on motivation and included several covariates as well. For all of the discerned subject-related attitude variables—pleasure, relevance, confidence, and effort—a positive and strong effect was found for teacher Proximity. In addition, for three of the outcome variables—pleasure, relevance and effort—Influence also had a positive effect. Overall, however, proximity seemed to be of greater importance than teacher influence. The results demonstrate the significant role of teacher interpersonal behaviour in student motivation and the importance of combining insights from various educational research disciplines.

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Relationships between Teacher Characteristics, Interpersonal Teacher Behaviour and Teacher Wellbeing

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Abstract: The classroom as a microsystem is characterised by many interpersonal relationships. These relationships are perceived differently by the teacher than they are by the students. In our research we examine the relationship between formal teacher characteristics, interpersonal teacher behaviour as perceived by the teacher, and teacher wellbeing. Teacher gender has an influence on how he or she perceives his or her submitting-opposing interpersonal behaviour in the classroom. Male teachers with children can be situated closer to the cooperating pole of the interpersonal teacher behaviour typology. Male teachers without job security, and teachers without job security who have children, perceive themselves more as leaders with helpful/friendly behavior in comparison with colleagues who do have job security. Further, years of experience have an impact on teacher wellbeing. Also, the wellbeing of teachers with a high score on the dominance-cooperating quadrant of the scale increases, whereas the wellbeing of teachers with a high score on the submission-opposing quadrant decreases.

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Drawing from Teacher Effectiveness Research and Research into Teacher Interpersonal Behaviour to Establish a Teacher Evaluation System: A Study on the Use of Student Ratings to Evaluate Teacher Behaviour

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Abstract: This paper presents results of a study attempting to identify the extent to which teacher effectiveness research and research into teacher interpersonal behavior can help us collect valid and reliable evaluative data from students about their teacher behavior. The major findings of teacher effectiveness research are outlined and the process that was followed in order to design questionnaire measuring student views of their teacher behavior in the classroom is presented. The main findings of research into teacher interpersonal behavior are also presented, and the process that was followed in order to translate, to Greek, the Questionnaire on Teacher Interaction (QTI) and examine its content validity is described. A stratified sample of 38 primary schools in Cyprus was selected and the two questionnaires were administered to all year-6 students (N=1973) from each class (N=92) of the school sample. Evidence supporting the reliability, discriminate validity, and construct validity of each questionnaire is provided. Data collected from most of the scales of each questionnaire were associated with student achievement gains in both cognitive (Mathematics and Greek Language) and affective outcomes of schooling. Implications of findings for the development of a teacher evaluation system based on the main findings of teacher effectiveness research and research into teacher interpersonal behavior are drawn. Suggestions for further research are also provided.

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